

10-4-1974

CWU Faculty Senate Minutes - 10/04/1974

Esther Peterson

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MINUTES: Regular Senate Meeting, 2 October 1974
Presiding Officer: Duncan McQuarrie, Chairman
Recording Secretary: Esther Peterson

The meeting was called to order at 3:15 p.m.

ROLL CALL

Senators Present: All Senators or their alternates were present except Darwin Goodey, Art Keith, Milo Smith, Lee Fisher and Ramon Mercado.

Visitors Present: Bernard Martin, Edward Harrington, Don Schliesman, Charles McGehee, John Green, Bonalyn Bricker, Don Woodcock, Eileen Yamada.

AGENDA CHANGES AND APPROVAL

The chairman suggested the following:

1. The meeting recess at 3:30 for 15 minutes to permit the Senate Standing Committees to organize and select a chairperson.
2. Under "Communications" add
 - E. Letter from Omar Arambul
 - F. Letter from Dale Comstock
 - G. Letter from Al Lewis

APPOINTMENT OF RECORDING SECRETARY

There being no objection, the chair ruled that Esther Peterson be the Recording Secretary for Faculty Senate.

ADOPTION OF RULES

The chair announced that Robert's Rules of Order will be followed.

Mr. McQuarrie also requested that the "NO SMOKING" sign be observed.

It was recommended by the Executive Committee that in order to take care of the Code, a Senate meeting be held every other week in October, one regular meeting in November, and one regular meeting in December, with special meetings to be held as necessary.

MOTION NO. 1088: Mr. Canzler moved, seconded by Madge Young, that the Senate adopt the meeting schedule as recommended by the Executive Committee. The motion passed with a unanimous voice vote.

APPOINTMENT OF PARLIAMENTARIAN

The Executive Committee has recommended David Anderson serve as Parliamentarian. There being no objection, the chair so ruled.

APPROVAL OF COMMITTEE APPOINTMENTS

There being no objection, the chair appointed the senate standing committee members as presented on the lists distributed at the meeting to serve.

APPROVAL OF MINUTES

The minutes of May 15, 1974 were approved as distributed.

The minutes of May 22, 1974 were approved with the following correction: Motion No. 1087 should have the last sentence deleted. The Motion would then read as follows:

Mr. Jacobs moved, seconded by Mr. Anderson, that the new Senate Executive Committee be empowered to accept similar lists from the other three academic areas from the General Education Committee during the summer. Motion passed with 13 Yes, 8 No votes.

COMMUNICATIONS

The following communications were received:

- A. Letter from Ramon Mercado, dated May 21, 1974, proposing to increase student representation on the Faculty Senate by a number not less than three in order to allow the student body through its representatives to have a greater voice in senate affairs. This has been referred to the Code Committee.
- B. Letter from Robert Jacobs, dated June 11, 1974, stating that Motion No. 1087 was properly passed by the Senate on May 22, 1974.
- C. Letter from Calvin Willberg, stating his appointment full time in the office of Institutional Studies made it inappropriate for him to serve as the Senate representative for Geography, and therefore he was submitting his resignation.
- D. Letter from Daniel Evans, dated August 23, 1974, in answer to Mr. McQuarrie's letter of August 12 in which he suggested that the position on the Board of Trustees which is now vacant be filled by a person having had direct experience in higher education. Governor Evans will include persons of this background in his review.
- E. Letter from Omar Arambul, dated September 12, requesting representation for Ethnic Studies in Senate. This has been referred to the Code Committee.

- F. Letter from Dale Comstock, dated July 15, 1974, explaining the policy adopted by the Graduate Council for requirements of graduate faculty. This letter has been referred to the Curriculum Committee.
- G. Letter from Albert Lewis, President of AFT/AFL-CIO, Local #3231, dated September 30, 1974, requesting the Senate to consider the resolution, which was passed by the Federation of Teachers, in its deliberations on the Faculty Code.

RECESS

The Senate recessed at 3:30 p.m. for 15 minutes to enable the standing committee members to meet to organize and choose chairpersons. The following were chosen as chairpersons: Budget Committee--Thomas Thelen; Code Committee--David Canzler; Curriculum Committee--Earl Synnes; Personnel Committee--Betty Hileman; Student Affairs Committee--Patti Picha.

CURRICULUM PROPOSALS

- A. Proposals approved by the Undergraduate Curriculum Committee on pages 375 through 377 were presented.

Mr. Applegate requested an explanation of page 375 regarding the Ethnic Studies Program Initiation of Asian American Studies Minor.

Mr. Woodcock and Eileen Yamada explained that the Asian American minor was proposed to the Undergraduate Curriculum Committee, was passed, and is now being presented to the Senate for approval.

MOTION NO. 1089: Betty Hileman moved, seconded by David Lygre, that consideration of the curriculum proposals on pages 375 through 377 be postponed for two weeks until the next meeting. The motion passed with a unanimous voice vote.

REPORTS

- A. Chairman's Report--Mr. McQuarrie announced that the Senate is operating with decreased support this year. It is now operating with only a half-time secretary; also, the Senate chairmanship is being supported by the donation of a released half-time position from the Psychology Department. In the budget request for the next bi-ennium there is a request for a full-time position for a secretary and also the Senate chairmanship be a 12 month half-time position.

The Executive Committee and the Code Committee met May 31 with the Board of Trustees and the President regarding shared governance as expressed in the President's Proposed Code. This will be discussed more fully in the report of the Executive Committee.

The Board of Trustees met in August and approved the 5% increase in salaries. The Senate had recommended that any salary increases were to be given as percentage increases as a cost of living catch-up. The chairman recommended this position to both the College Budget Committee and the Board of Trustees. The Board of Trustees chose to follow the recommendation of the College Budget Committee to distribute the monies as .05% scale adjustment and to use .025% as merit. The Senate chairman reported at that meeting that the majority of faculty responding to a questionnaire on the issue recommended that any salary money be used first for cost of living catch-up. It was reported that Deans Martin and Williams suggested that some members of their schools had changed their position on this matter and were now recommending some of the money be used for merit.

At that Board of Trustees meeting it was announced that Mr. Garcia was resigning as Trustee. Subsequently, Mr. McQuarrie wrote a letter to Governor Evans requesting consideration of the merits of filling the trustee's position with a person having had direct experience (as a faculty member or student) in Higher Education, preferably a person possessing the Doctorate in some area outside of medicine, dentistry, or law.

The chairman reported that he had attended the annual meeting of the Joint Board of Trustees held at Eastern Washington State College. Main topic of discussion was the salary issue.

At the Board of Trustees meeting in September, President Brooks requested action be delayed on the Code until the January meeting. This was agreed to by the Board.

In mid-September, a budget hearing with Governor Evans and his staff was held. Included in the College's party representing the faculty were Mr. McQuarrie, Mr. Lygre, Mr. McGehee, Mr. Harsha and Mr. Floyd.

B. Executive Committee Report--Mr. Lygre reported that there were a number of matters considered by the Executive Committee during the summer.

1. Code--The procedure agreed to be followed in Code discussion as contained in Motion 1068 from the May 8, 1974 meeting was recalled as follows:

Mr. Jacobs moved, seconded by Mr. Fisher, that the proposed Code be rejected by the Faculty Senate and that we recommend that the Senate request Dr. Brooks to work with the Code Committee to modify section 000-099 so that it clearly reflects a commitment to shared governance in the Proposed Code of Personnel Policy and Procedure. And we further recommend that when this section is approved by the Senate, faculty, and accepted by the Board of Trustees then the entire Code be revised and submitted to the faculty for a referendum by section.

These are the procedures that the Senate is bound to operate under at the present time.

In May the Senate Executive Committee, the Code Committee, Mr. Brooks and Mr. Benton met informally with three members of the Board. Subsequent to that meeting, Mr. Brooks prepared a revised edition of the first section which has been studied by the Code Committee. This matter will be taken up under Old Business.

2. General Studies--At a meeting last spring, the Senate accepted the principle that there will be lists of courses which must be taken to satisfy the General Education requirements. The Senate at that meeting accepted the list for the Social Sciences. The list for the other two areas was not accepted at that time; however, the Senate adopted the following procedural motion:

Motion No. 1087: Mr. Jacobs moved, seconded by Mr. Anderson, that the new Senate Executive Committee be empowered to accept similar lists for the other three academic areas from the General Education Committee during the summer.

Pursuant to that motion the Executive Committee met with Mr. Schliesman who had since the last Senate meeting been in contact with Department Chairman of the other areas involved. The list was revised and brought to the Executive Committee which approved it as is contained in the yellow list in the Fall 1974 catalog. A statement was included on the form suggesting that "Applications for exceptions must be made to the Dean of Undergraduate Studies office."

3. Personnel--three items were dealt with:

- (a) Letter from Ms. Claypoole, Ms. Reime, and Mr. Lionvale requesting the Executive Committee's opinion on procedures for people released prior to formal RIF policy. The Executive Committee transmitted the following opinion to Mr. Harrington:

"If a faculty member was given notification of non-renewal of appointment for the academic year 1974-75 during the year 1972-73 for the sole reason of reducing staff to meet anticipated enrollment declines, then any such faculty members should be considered in the same manner as all other persons similarly effected under the Reduction in Force Policy."

- (b) Letter from Mr. Gillam requesting a hearing by the Senate Personnel Committee concerning denial of his request for professional leave. This will be referred to the Senate Personnel Committee.
- (c) Letters from Mr. Housley and Mr. Hertz to consider Mr. DeMerchant a "special case" as having met minimum eligibility requirements for rank of Associate Professor. A meeting was held with Mr. Christianson, Mr. Haruda, and Mr. Hertz for the purpose of reviewing Mr. DeMerchant's professional experience.

Following this meeting the Executive Committee voted to judge Mr. DeMerchant a "special case" and this decision was forwarded to Mr. Harrington with the explanation that this must be ratified by the Senate at the first meeting of Fall quarter. Since then, Mr. DeMerchant has been promoted to Associate Professor by the Board of Trustees.

MOTION NO. 1090: Mr. Lygre moved, seconded by Mr. Sandison, that the Senate ratify the action of the Executive Committee in the case of Mr. DeMerchant.

There was some discussion on the motion. Mr. Dudley asked for clarification as to why there was such urgency that the action on the DeMerchant matter was requested during Summer quarter.

Mr. Lygre explained that Mr. DeMerchant had been recommended for promotion up through the School Level; however, when the list came to Mr. Harrington it was ascertained that Mr. DeMerchant was not eligible. The matter was then brought to the Executive Committee by Mr. Housley and Mr. Hertz and they requested judgment on the matter.

Mr. Harrington commented that the matter was handled in good faith. He said Mr. DeMerchant is more than qualified and the matter was placed with the Board of Trustees.

A roll call vote was taken on Motion No. 1090:

Aye: Nancy Lester, Robert Bennett, Earl Synnes, Jay Backrach, Roger Winters, Roger Garrett, Jim Applegate, Alan Gulezian, Robert Miller, John Vifian, James Brooks, Thomas Yeh, Patti Piccha, Betty Hileman, Louis Bovos, J. Richard Jensen, Otto Jakubek, Madge Young, David Canzler, John Gregor, Derek Sandison, Stanley Dudley, Thomas Thelen, Linda Klug, and George Stillman.

Nay: None

Abstain: Russell Hanson, Kent Martin, David Anderson and David Lygre.

The motion passed.

4. Liberal Studies--It was pointed out that this matter also would require a ratification of the Senate. The Executive Committee met with Mr. Cummings from the English Department concerning the proposed off-campus program in Liberal Studies. This program was designed primarily for personnel from Auburn who have FAA training. The purpose of the program is to provide them with a background in Liberal Studies. The Executive Committee approved this program as a pilot program to begin this year and involves a four-year commitment. The program is to be reviewed this spring with a decision to be made regarding allowing a new group of FAA students to enroll. The Senate Curriculum Committee will clarify routing procedures for this and other evaluations.

MOTION NO. 1091: Mr. Lygre moved, seconded by Madge Young, for ratification by the Senate of the Executive Committee's decision to approve the Liberal Studies Program on a four-year pilot basis. The motion passed with a majority voice vote.

5. The Executive Committee met with Mr. Harrington concerning the administrative decision to create a School of Business and Economics. There were two concerns expressed to him:
 - a. What constitutes a "curriculum" matter. This general issue will be referred to the Senate Curriculum Committee.
 - b. Proliferation of administration. The Executive Committee was assured that there would be no fragmentation of the School into departments, with Mr. Ball serving the role of both Dean and Chairman.
6. Appointments--Richard Mack has been appointed to serve on the CFR Task Force on Salaries. Pearl Douce' and Don Cummings appointed to the E.O.P. Policy Board. Russell Hansen appointed to the Ethnic Studies Advisory Council. David Anderson and Helmi Habib have been appointed to serve on the CFR to replace Ken Hammond and Cal Johnson. Ken Harsha is still on the CFR.

C. Standing Committees--No reports at this meeting.

OLD BUSINESS

- A. Code--The Executive Committee and the Code Committee met May 31, 1974 with President Brooks and members of the Board of Trustees to discuss the Code. Subsequent to that meeting changes have been made. The sixth draft of the Code was reported to be in final typing and is to be run off by the end of this week and distributed to the faculty the first part of next week. It was reported that the Executive Committee has discussed procedures for dealing with the Proposed Code in light of the Board's resolve to deal with it by the first part of next quarter.

MOTION NO. 1092: Mr. Bennett moved, seconded by Mr. Vifian, that the Faculty Senate reaffirm the principle expressed in Motion No. 1068 but adopt the following new procedure for processing the President's Proposed Code:

1. At the next regular Senate meeting the Senate recess for a maximum of one (1) hour for the purpose of holding an open hearing on the first section of the Proposed Code. At the conclusion of the open hearing the Code Committee report to the Senate their preliminary evaluation and recommendations concerning that section and the Senate take action upon that report.
2. At subsequent regular and/or special meetings, but prior to November 21, 1974 the Senate follow the above procedures to complete work on the remainder of the Proposed Code.

3. At the regular or a special meeting in December the Code Committee report their final evaluation and recommendations concerning the entire President's Proposed Code and the Senate take action upon that report.

A roll call vote was taken on Motion No. 1092:

Aye: Earl Synnes, Roger Garrett, J. Richard Jensen, John Vifian, Betty Hileman, Thomas Yeh, David Anderson, Otto Jakubek, Alan Gulezian, Stanley Dudley, Jay Bachrach, Zolton Kramar, Jim Applegate, George Stillman, Robert Bennett, Linda Klug, John Gregor, David Lygre, Madge Young, David Canzler, Derek Sandison, Russell Hansen, Patti Picha, and Nancy Lester.

Nay: None

Abstain: James Brooks, Robert Miller, Roger Winters, Thomas Thelen, and Kent Martin.

The motion passed.

ADJOURNMENT

The meeting adjourned at 5:10 p.m.

A G E N D A
FACULTY SENATE MEETING
3:10 p.m., Wednesday, October 2, 1974
Room 471, Psychology Building

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPOINTMENT OF RECORDING SECRETARY
- IV. ADOPTION OF RULES
- V. APPOINTMENT OF PARLIAMENTARIAN
- VI. APPROVAL OF COMMITTEE APPOINTMENTS
- VII. APPROVAL OF MINUTES
- VIII. COMMUNICATIONS
 - A. Letter from Ramon Mercado
 - B. Letter from Robert Jacobs
 - C. Letter from Calvin Willberg
 - D. Letter from Governor Evans
- IX. CURRICULUM PROPOSALS -- pages 375-377
- X. REPORTS
 - A. Chairman's Report
 - B. Executive Committee
 - C. Standing Committee
- XI. OLD BUSINESS
 - A. Code
- XII. NEW BUSINESS
- XIII. ADJOURNMENT

VISITORS

PLEASE SIGN THIS SHEET

Faculty Senate Meeting

Bernard Martin
Edward J. Harrington
Don Schleimer
Joan Howe (H. Ec. alternate)
Charles M. Selzer
John A. Green
Donald Bricker

Last person signing please return to the Recording Secretary.

FACULTY SENATE MEETING OF

Oct 2, 1974

ROLL CALL

SENATOR

✓ Anderson, David
 ✓ Applegate, Jim
 ✓ Backrach, Jay
 ✓ Bennett, Robert
 ✓ Bovos, Louis

✓ Books, James
 ✓ Canzler, David
 ✓ Dudley, Stanley
 ✓ Fisher, Lee
 ✓ Garrett, Roger

✓ Goodey, Darwin
 ✓ Gregor, John
 ✓ Gulezian, Alan
 ✓ Hanson, Russell
 ✓ Hileman, Betty
 ✓ Jakubek, Otto
 ✓ Jensen, J. Richard
 ✓ Keith, Art
 ✓ Kramar, Zolton
 ✓ Lester, Nancy

✓ Lygre, David
 ✓ Klug, Linda
 ✓ McQuarrie, Duncan
 ✓ Mercado, Ramon
 ✓ Miller, Robert

✓ Piccha, Patti
 ✓ Purcell, John
 ✓ Sandison, Derek
 ✓ Smith, Milo

✓ Stillman, George
 ✓ Synnes, Earl
 ✓ Thelen, Thomas
 ✓ Vifian, John

✓ Winters, Roger
 ✓ Yeh, Thomas
 ✓ Young, Madge

ALTERNATE

William Cutlip
 Frank Carlson
 Peter Burkholder
 Robert Bentley
 James Hollister

Edward Harrington
 Richard Johnson
 Gerald Brunner
 Robert Cooper
~~Stella Drenth~~ *Lyn Colborn*

James Klahn
 Bill Hillar
 Don Cocheba
 Charles McGehee
 Helen McCabe
 Joel Address
 Bonalyn Bricker
 George Grossman
 Gordon Warren
 Dieter Romboy

Helmi Habib
 Marco Bicchieri
 Owen Pratz
 Wallace Webster

✓ Kent Martin

A. James Hawkins

Christos Papadopoulos
 Mike Madison
 Glen Clark

Keith Rinehart

Robert Yee
 William Craig
 Robert Carlton

Pat. 1 + 2 = 24

RANDOM
ROLL CALL VOTE

<u>Senator</u>	<u>AYE</u>	<u>NAY</u>	<u>ABSTAIN</u>	<u>Alternate</u>
Lester, Nancy	✓			Dieter Romboy
Bennett, Robert	✓			Robert Bentley
Synnes, Earl	✓			Mike Madison
Backrach, Jay	✓			Peter Burkholder
Hanson, Russell			✓	Charles McGehee
Pureell, John			✓	X Kent Martin
Winters, Roger	✓			Robert Yee
Garrett, Roger	✓			Starla Drum
Applegate, Jim	✓			Frank Carlson
Gulezian, Alan	✓			Don Cocheba
Miller, Robert	✓			Wallace Webster
Vifian, John	✓			Keith Rinehart
Brooks, James	✓			Edward Harrington
Obdey, Darwin				James Klahn
Mercado, Ramon				
Anderson, David			✓	William Cutlip
Yeh, Thomas	✓			William Craig
Piccha, Patti	✓			
Hileman, Betty	✓			Helen McCabe
Smith, Milo				A. James Hawkins
Bovos, Louis	✓			James Hollister
Jensen, J. Richard	✓			Bonalyne Bricker
Fisher, Lee				Robert Cooper
Jakubek, Otto	✓			Joel Andress
Keith, Art				George Crossman
McQuarrie, Duncan				Owen Pratz
Young, Midge	✓			Robert Carlston
Canzler, David	✓			Richard Johnson
Gregor, John	✓			Bill Miller
Lygre, David			✓	Helmi Habila
Sandison, Derek	✓			Gerald Brunner
Dudley, Stanley	✓			Gordon Warren
Kramar, Zolton				Glen Clark
Thelen, Thomas	✓			Marco Bicchieri
Thelen, Linda	✓			
Stillman, George	✓			Christos Papadopoulos

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NDON
ROLL CALL VOTE

Senator	AYE	NAY	ABSTAIN	Alternate
Symes, Earl	✓			Mike Madison
Garrett, Roger	✓			Starla Drum
Bovos, Louis				James Hollister
Jensen, J. Richard	✓			Bonaly Bricker
Villian, John	✓			Keith Rinehart
Hileman, Betty	✓			Helen McCabe
Brooks, James			✓	Edward Harrington
Goodey, Darwin				James Klahn
Yeh, Thomas	✓			William Craig
Anderson, David	✓			William Cutlip
Jakubek, Otto	✓			Joel Address
Miller, Robert	✓		✓	Wallace Webster
Gulezian, Alan	✓			Don Cocheba
Smith, Milo				A. James Hawkins
Dudley, Stanley	✓			Gerald Brunner
Bachrach, Jay	✓			Peter Burkholder
Winters, Roger			✓	Robert Yee
Kramar, Zolton	✓			Gordon Warren
Applegate, Jim	✓			Frank Carlson
Stillman, George	✓			Christos Papadopoulos
Bennett, Robert	✓			Robert Bentley
Klug, Linda	✓			Marco Bicchieri
Gregor, John	✓			Bill Hillar
Lygre, David	✓			Helmi Habib
Young, Madge	✓			Robert Carlton
Canzler, David	✓			Richard Johnson
McQuarrie, Duncan				Owen Pratz
Sandison, Derek	✓			
Thelen, Thomas			✓	Glen Clark
Purcell, John			✓	✓ Kent Martin
Hanson, Russell	✓			Charles McGehee
Mercado, Ramon				
Keith, Art				George Grossman
Sherr, Lee				
Reich, Patti	✓			Robert Cooper
Lester, Nancy	✓			Dieter Romboy

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Letter to the President of the Faculty Senate
May 21, 1974

Ramon R. Mercado
May 21, 1974

To: President of the Faculty Senate,

Ever since I have been a member of the Faculty Senate, I have noticed that the representation is unequally distributed. Presently the faculty of C.W.S.C. has 35 representatives while the students, who compose the majority of the college have only three representatives. As a result this gives the faculty the balance of power and consequently the controlling vote. Perhaps the statement made by Miss Catherine Sands in which she stated that the students are "uninterested and inactive" in Senate Affairs is true. However in conversations with students, they indicate that being actively involved is futile since the controlling vote in all issues is held by the faculty.

In a meeting with the A.S.C. Miss Sands suggested that I submit my motion by letter. Therefore I wish to propose the following :

To increase student representation on the Faculty Senate by a number not less than three in order to allow the student body through it's representatives to have a greater voice in Senate Affairs.

I realize that this motion is in conflict with the existing faculty code and therefore, I request that should this motion be passed the faculty code be revised. I would like this proposal to be read at the next faculty senate meeting.

Respectfully,

Ramon R. Mercado

Ramon R. Mercado

CENTRAL WASHINGTON STATE COLLEGE

PROGRAM IN LAW AND JUSTICE

ELLENSBURG, WASHINGTON

98926

RECEIVED
JUN 13 1974
FACULTY SENATE

June 11, 1974

Professor Duncan McQuarrie
Chairman
Faculty Senate
Central Washington State College
Ellensburg, Washington

Dear Professor McQuarrie,

Page 4 of the Senate Minutes of 22 May 1974 has a serious error in it. Under "Motion 1087" the Minutes allege that no quorum ~~was~~ present when the final vote was taken. I believe that that is factually incorrect; many Senators were standing or milling about at the time, and that may have confused the note-taker. It is certainly legally incorrect to so allege; the decision that a quorum is not present must be the result of a point of order properly raised at the time. If there is then a dispute it is settled by roll-call or count at the time the point of order is raised.

In short, Motion 1087 was properly passed by the Senate on May 22, 1974.

Very sincerely yours,



Robert C. Jacobs
Associate Professor

RECEIVED
AUG 23 1974
FACULTY SENATE



STATE OF WASHINGTON

OFFICE OF THE GOVERNOR

OLYMPIA

DANIEL J. EVANS
GOVERNOR

August 23, 1974

Mr. Duncan McQuarrie, Chairman
Faculty Senate
Central Washington State College
Ellensburg, Washington 98926

Dear Mr. McQuarrie:

Thank you for your letter of August 12 in which you suggested that the position on the Board of Trustees at Central Washington State College be filled by a person having had direct experience in higher education. I appreciate having your recommendation and will certainly include persons of this background in my review.

For your information, I have reviewed our records and find that the term of office for Mrs. Hugh Minor will not expire until March 1, 1975.

Thank you for writing.

Sincerely,


Daniel J. Evans
Governor

DJE:le

CENTRAL WASHINGTON STATE COLLEGE

THE GRADUATE SCHOOL and RESEARCH

ELLENSBURG, WASHINGTON

98926

July 15, 1974

Dr. Duncan McQuarrie, Chairman
Faculty Senate
CWSC Campus

Dear Dr. McQuarrie:

After more than a year of study by the Admissions and Appointments Subcommittee of the Graduate Council, and after surveying the various departments and academic administrators, the Graduate Council at its last meeting of the academic year, adopted unanimously the following policy:

"The Graduate Faculty will be composed of faculty members of professional rank who meet the following qualifications:

1. Holds the highest degree normally expected and at least one year of professional experience at the college level in his field of expertise, or has at least five (5) years professional experience and evidence of activities which specially qualify the candidate to direct creative work in the college environment.
2. Engages in research, study, or appropriate creative work as evidenced by past publications or scholarly activities.

Graduate faculty will be nominated by the department chairman, seconded by the school dean and the Dean of the Graduate School, and approved by the Graduate Council. Graduate faculty members will be appointed for a five year period, with regular review of their status occurring every fifth year.

A student's graduate committee must consist of at least three members of the Graduate Faculty. However, certain other members, not on the Graduate Faculty but having special expertise, may serve as additional committee members."

I transmit this to you for your information and whatever action you feel appropriate in relation to the Faculty Senate.

The proposal is very little different from the present Faculty Handbook statement except that provision is made for a nomination process followed by Graduate Council approval. I believe this revised policy will satisfy some of the criticism recently directed to us by accreditation reviews and has the support of Dr. Harrington. It should be entered in the new Faculty Handbook under

Refer to Curriculum Committee, report to Senate in Nov.

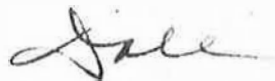
Dr. Duncan McQuarrie
July 15, 1974
Page 2

preparation and should become effective this fall.

If you have any questions or comments, please let me know.

Please advise me of what you plan to do.

Sincerely,



Dale R. Comstock
Dean

DC/sb

cc: Dr. Edward J. Harrington
Mr. John Silva

ETHNIC STUDIES PROGRAM

Phone: (509)963-3408



CENTRAL WASHINGTON STATE COLLEGE

Ellensburg, Washington 98926

September 12, 1974

Duncan McQuarrie
Faculty Senate
CWSC
Campus

Dear Duncan:

Recently our staff has been discussing the possibility of Ethnic Studies representation in the Faculty Senate. We have never had representation. Though we are a program, we feel that as members of the faculty we should be represented in the Senate.

Would you please let us know the procedures for obtaining representation in the Faculty Senate.

Sincerely,

Omar Arambul

OA/ey

FACULTY SENATE
STANDING COMMITTEES
1974 - 1975

Budget Committee

- *Stanley Dudley, Tech. & Ind. Ed.
- *Alan Gulezian, Econ. & B.A.
- John Green, Education
- Floyd Rodine, History
- **Thomas Thelen, Biological Sciences

Code Committee

- **David Canzler, English
- Frank Carlson, Education
- Colin Condit, Psychology
- *Nancy Lester, Foreign Languages
- **Thomas Yeh, Library

Curriculum Committee

- *Otto Jakubek, Geography
- *J. Richard Jensen, Music
- # David Kaufman, Sociology
- # Gwen Pratz, Psychology
- *Earl Symmes, Business Ed

Personnel Committee

- # Fred Cutlip, Mathematics
- *Betty Hileman, Physical Ed.
- **Zolton Kramar, History
- *Milo Smith, Theatre & Drama
- Alma Spithill, Psychology

*Senators

#Carry-over committee members

Student Affairs Committee

- *Louis Bovos, Administration
- # Charles McGehee, Sociology
- **Patti Picha, Student
- H. B. Robinson, Psychology
- *Roger Winters, Political Science

Executive Committee

- Duncan McQuarrie, Psychology (Chairman)
- David Lygre, Chemistry (Vice-Chairman)
- Madge Young, Education (Secretary)
- Robert Bennett, Physics
- John Vifian, English

September 30, 1974

Professor Duncan McQuarrie, Chairman
Faculty Senate
Central Washington State College

Dear Professor McQuarrie:

On September 26, 1974, the Central Washington State College
Federation of Teachers passed the following resolution:

RESOLVED, That the AFT goes on record as favoring shared
governance and will take all necessary means, including
legal processes, to support that concept. In accordance
with this resolution we will not accept changes to the
Faculty Code without formal ratification by the faculty.

I urge the Senate to consider this statement of position and
intent in any of its deliberations on the Faculty Code.

Cordially,

Albert Lewis

Albert Lewis, President
AFT/AFL-CIO, Local #3231

A Proposal for an Extended Degree Program

Leading to

A Bachelors Degree in Liberal Studies

from

Central Washington State College

Introduction and Rationale

We propose to establish a pilot extended degree program in Liberal Studies for a specific group of off-campus students--that is, a hundred or so air traffic controllers, airway facilities technicians, and flight standards specialists working for the Federal Aviation Administration in the Seattle area. This proposal is made in direct response to a request from the Education Committee at the Seattle Air Route Traffic Control Center in Auburn. But it responds, too, to at least four other felt needs here at Central: First, decreased enrollments have forced us to compete more directly with other schools for students. Second, students' increased concerns for career and vocational training have aggravated decreased enrollments in the humanities and other areas normally thought of as part of liberal education. Third, there is growing pressure to provide various groups of citizens, including working adults, better access to higher education. And fourth, we continue to feel a nagging indecision over the role of liberal education at Central.

1. Decreased Enrollments and Increased Competition. This proposal is being made at a time of contraction and reassessment that follows decades of optimism and growth. Enrollments are down--and the effects have been stunning, not only upon the academic community, but also upon the citizens who are our clientele and the politicians and bureaucrats who must be our benefactors.

One immediate result of this reduction is that we find ourselves necessarily competing with other schools for the reduced number of students. We compete cooperatively with such schools when we determine what it is that we can do better than they, and then develop ways to do it. Offering a bachelors degree in Liberal Studies for post-vocational students is an example of one thing we can do that two-year schools cannot. We also seem to be better able to do it than are private four-year schools--primarily because of differences in tuition and fees. And, finally, we seem better able than are large universities, or small state colleges like Central,

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maintain a firm commitment to undergraduate instruction, including things like Liberal Studies. The history of Central has been marked with constant change--from normal school, to college of education, to state college, probably soon to regional university--in about 75 years. Thus, we have been constantly redefining our role in higher education, unlike larger state universities, which might likely be bound by established roles and ways of doing business.

The current draft of Central's Long-Range Plan (November, 1972) suggests just such an analysis of the future role of Central:

"The Long-Range Planning Committee believes that CWSC should seek its own role through identifying important needs of students and society that are not met, or are poorly met, by other types of institutions. We believe that the most important role CWSC could play would be to identify future needs and problems, to bring developed knowledge and expertise of the faculty to bear on them, to make them the focus of research and scholarship, and to prepare students to cope and work with them and perhaps eventually solve them."
(Part 1, page 21)

Although at this time we are asking only for authorization to undertake a pilot program, it might be well to mention that our experience there could help us decide whether to continue and expand the extended degree program, and if so, what would be the program we would want to make a permanent part of our curriculum. But whatever we decide about such future questions, Central must find new ways now to put its resources to work. The pilot program described here could well attract 100 students by next fall. A program of that size would produce enough additional student credit hours to support about five full time equivalent faculty members, which would be at least a small step in coping with reduced enrollments and allotments.

2. Vocational vs. Liberal Education. On-campus students are more and more concerned that college prepare them for a career, which creates a great pressure to emphasize career-oriented, vocational-technical studies at the expense of liberal studies. Everyone knows that liberal education and vocational-professional education should not "compete," that they should be complementary phases within a unitary process. And yet the grim reality is that they do compete. The rise of vocationalism threatens liberal education, as when we must finally decide how to spend a limited amount of money, resources and energy within a college curriculum. But like the competition among schools, that between vocational and liberal education can be cooperative. One way to realize this cooperation would be through extended degree programs such as that proposed here. Such programs would allow and encourage older students--trained and settled into their jobs--to continue at their own pace to pursue work in Liberal Studies. It seems likely that there will be more and more students

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like this--people who have taken their vocational training early in their post-secondary years, at about the time when students in past decades had been taking lower-division liberal education courses on some college campus. We might expect that in the future more and more of these post-vocational students will begin to feel the need for the kind of thing offered by Liberal Studies and will look for programs offering Liberal Studies in a form that disrupts their family and work lives as little as possible. We propose simply to begin looking for ways to offer work in Liberal Studies for such students.

3. Pressure for Increased Access to Higher Education. In recent years there has been much concern that higher education be made accessible to a wider range of potential students. One of the strongest and most consistent advocates of increased access has been The Carnegie Commission on Higher Education. In their special report A Chance to Learn: An Action Agenda for Equal Opportunity in Higher Education (March, 1970) they said "We favor universal access for those who want to enter institutions of higher education, are able to make reasonable progress after enrollment, and can benefit from attendance" (p. 11). In this report they are speaking more directly of problems faced by low-income and minority groups, but in later reports they continue to develop the theme of universal access to include specifically groups such as those included in the pilot program we are proposing. For instance, in their January, 1971 report Less Time, More Options: Education Beyond the High School they speak of higher education's prejudice against older students and of the adult citizen's right to access when they recommend that "opportunities be created for persons to reenter higher education throughout their active careers in regular daytime classes, nighttime classes, summer courses, and special short-term programs, with degrees and certificates available as appropriate" (p. 19).

Still later, in their October, 1971 report New Students and New Places: Policies for the Future Growth and Development of American Higher Education they reiterate their earlier recommendations concerning older students and speak directly to the very real needs to develop external degree programs and open universities (See especially chapter 8, "Toward More Flexible Patterns of Participation in Higher Education.") Most recently, in their June, 1973 report The Purposes and the Performance of Higher Education in the United States: Approaching the Year 2000 the Carnegie Commission continues to argue for increased accessibility while arguing, too, for increased emphasis upon the arts, humanities, and upon liberal education in general: "Higher education has a fundamental obligation to preserve, transmit, and illuminate the wisdom of the past, to find, preserve and analyze the records of the past, to provide an environment for research and intellectual creativity in the present, and to assure for the future trained minds and the continuing interest so that the store of human knowledge may keep on expanding--all this beyond reference to any current practical applications" (pp. 40-41). Within this general commitment to

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liberal education and their ongoing commitment to universal access, the Commission recommends that "The total postsecondary age group should become more the subject of concern" and that "Cultural and 'life-long learning' facilities and opportunities should be made available to the general public on an expanded basis." (pp. 37, 27).

Increased accessibility is particularly important to a school like Central. As a rural residential school that must compete more directly with other schools for students, we feel a particular need to reach students not reached through the normal on-campus approach; we feel a special need, for instance, for things like extended degree programs. The pilot program outlined in this proposal tries to respond to one specific request for increased accessibility. It would also provide us with a good beginning, with a means to try out ways of increasing our accessibility and of seeing what we can do and want to do in the future.

4. The Role of Liberal Education. Another felt need was the ever-present dissatisfaction with and nagging indecision about the role of liberal education at Central. The history of superficial tinkering with our General Education program is evidence of how we have never really been sure of the role of liberal education. Finding the familiar made strange as it would be in the pilot program described here should provide us with new points of view and new insights to help us better approach the problems of liberal education on campus. We could, for instance, use our experience with the extended degree program in Liberal Studies off-campus to help us establish an on-campus Liberal Studies major. And we could use our experiences with Liberal Studies to help us change our General Education program in ways that get beyond superficial tinkering and down into the realm of radical change. Whereas traditionally the energy has flowed from on-campus to off, with off-campus programs in liberal education usually reflecting the form and content of established on-campus programs, the pilot program in Auburn would allow us to reverse that energy flow, to take advantage of the new context off-campus that provides new perspectives and encourages new solutions to old problems on-campus. Some of our on-campus problems are expressed in our current institutional goals and objectives. Some examples of such goals and objectives--which have served, but could also be served by, this proposal--are these from the College's Long-Range Plan, specifically goals 7.0 and 8.0, which are the first and second priority items in the academic area, together with some of their supporting objectives:

"Goal 7.0: To offer a general education program designed to give each student the opportunity to obtain a broad education that prepares him for living and working in the contemporary world, with special emphasis in preparing him to recognize and cope with worldwide economic and cultural changes taking place.

"Objective 7.1: Replace the current general education program and the 'basic and breadth requirements' with a program of General and Interdisciplinary Studies oriented specifically to general education as defined in 7.0.

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"Objective 7.4: Rather than relegating all general education to the undergraduate level, explore the possibility of some upper division and graduate seminars as a means of gaining added perspective on the place of one's specialty in the scheme of things.

"Goal 8.0: To provide programs that are current and appropriate to the needs of students and society.

"Objective 8.1: Insure that the primary academic emphasis will be upon techniques of scholarship and skills in problem-solving, techniques of innovation and change, and creative activity as well as providing students an opportunity to gain both the theory and practical skills appropriate to the discipline rather than on gaining merely an encyclopedic knowledge of facts or, on the other hand, merely a more Abrant affective sensitivity." (part 1, p. 22)

The Extended Degree Program in Liberal Studies

We propose a pilot extended degree program that would consist of two different kinds of coursework. The first, the required core of the program, is the Independent Seminar sequence. This sequence is made up of three 15-credit units, each one consisting of directed reading, writing, and other forms of independent study, mixed with short, intensive seminars. The second kind of coursework involves basically our regular courses, with changes made in form and content to adapt to the special demands of off-campus teaching and to the special students and purposes of the Liberal Studies program. A more detailed description follows:

1. Independent Seminar Sequence (45 credits). This three-unit sequence consists of one 15-credit unit in natural sciences and mathematics, one such unit in social and behavioral sciences, and one in arts and humanities. We do not see the function of these three units as being at all like that of the typical on-campus "Introduction to" or "Survey of" course. The emphasis is in the directed work that the students will do as their independent study and the focus of the problems and themes dealt with in the intensive seminars will be upon larger patterns within the disciplines, upon questions of values, upon connections between the substance and functions of the disciplines and the concrete realities of human experience. The major focus of the natural science and mathematics unit would be on what Ortega y Gasset refers to in his Mission of the University as "the physical scheme of the world" and "the fundamental themes of organic life." The major focus of the behavioral and social sciences unit would be upon what Ortega calls "the historical process of the human species," "the structure and functioning of the social life," and the various models offered of the human mind and human consciousness. The major focus in the arts

and humanities unit would be upon what Ortega calls "the plan of the universe (Philosophy)" and upon the expressive and synthesizing power of humanity as exemplified in our arts, languages, and philosophies. These are all rather lofty phrases that stand ever in danger of airy emptiness, but hopefully they help stress the fundamental difference we feel between the purposes of these units and the usual focus of the introduction and survey courses so typical of undergraduate liberal education.

We see each 15-credit unit as follows: The first stage will inventory the student's knowledge within the area covered by the unit. The information we want here will be both subjective, based on an adviser's evaluation and the student's own self-assessment, and objective, based upon certain standardized tests--such, perhaps, as CLEP. The purpose of these standardized tests is not to screen the student or to place him in some sort of low or high track, nor is it to offer advanced credit by examination. The purpose is simply to provide one kind of information that the student and the adviser can both use in determining where the student is at the beginning of the unit so as better to work out the student's course of reading and study.

The second stage of each unit will consist of the student and his adviser agreeing upon a course of reading and study. Though students will obviously work at different rates, we might expect that most would finish each unit in about three quarters.

Once the student has begun his directed reading and writing, he and his adviser will confer regularly through the mails and by telephone, as well as in occasional face-to-face meetings. They will also meet regularly twice a quarter, for each student will participate in two intensive two-day seminars each quarter he is active in the Independent Seminar sequence. Twice each quarter each adviser will organize a two-day seminar that deals with a problem or theme that cuts across, focuses, and applies what his students have been studying in their independent reading and study. Students will be prepared in advance so that they come to the seminar not only having read certain things and thought about certain basic issues pertinent to the seminar, but also statements, written or spoken, to present to the seminar.

Whenever student and adviser agree that the student has done the work called for in his program of study for a unit and that he is ready, the student will take a written comprehensive examination. This examination is the final stage of each unit. If the student passes, he goes on to the next unit and his next adviser. If he fails, he and his adviser work out a program of additional study, to prepare him to retake the examination later.

We are defining the three basic areas in the Independent Seminar sequence in terms of the three schools of liberal education at Central: Natural Sciences and Mathematics, Social and Behavioral Sciences, and Arts and Humanities. This conservatism is partially an expedient: By using the traditional organization in this way, we are freed from the many problems raised by any radical reorganization and thus we can focus our attention on what seem to us now to be more

immediate problems. At this point it seems that we need not so much reorganize knowledge as realign the stance between the knowledge and the people involved with the knowledge. The issue is really one of point of view. It has less to do with abstract patterns of reorganization than with concrete human attitudes.

Our attempt to realign these human relationships and to reassess these human attitudes starts with distinguishing among three different views of a given subject matter: as an object of knowledge, as a source of knowledge, and as a way of knowledge. As we said earlier, one purpose of the Independent Seminar sequence is to encourage students to experience the substance of the various disciplines in ways different from that provided by the standard introduction and survey courses, which tend primarily to treat the disciplines as objects of knowledge rather than as sources or ways. The "Introduction to" and "Survey of" approach doesn't seem to be working too well in the humanities and sciences--since so many students are ignoring the introduction or getting lost during the survey, never to be heard from again.

We want to avoid treating the disciplines as objects of knowledge, for doing so, though necessary to the training of specialists and professionals, has some devastating effects in liberal education: It does little to close the gap between student and discipline. It tends to be backward-looking. It does little to help the student integrate the various disciplines, in fact, it does much to fragment them and his efforts with them. Rather than treating the disciplines as objects of knowledge, we want to offer the student an integrated core of courses that bears down insistently on the disciplines as sources and ways of knowledge. The Independent Seminar sequence is an important part of our attempt to treat the disciplines not so much as things you learn about as things you learn from and by.

2. Regular Coursework (about 45 credits) and Advance Credit (up to 90 credits). When the student has satisfactorily completed all three 15-credit units, he has completed the Independent Seminar sequence. The rest of his degree program consists of his taking other courses offered by Central off-campus. We would be able to support at least two 3-5 credit courses each quarter during the pilot program. These courses would consist of regular catalogue courses plus many upper-division special topic courses (398/498), seminars (399/499), and workshops (440). Since we hope to grant the pilot group of students up to 90 credits for their non-college technical training, the typical student in the pilot group would take about 45 credits of these regular courses in addition to the 45-credit Independent Seminar sequence.

3. Functional Skills. To emphasize the disciplines as sources and ways of knowledge leads to the first of two functions a liberal studies program should serve for its students. These two functions would run through the various courses, especially in the Independent Seminar sequence, seeing a kind of warp and woof relationship to the substance of the disciplines. The first is the function of making connections, discerning patterns, seeing distinctions that underlie statements of choice and value judgements. Ortega y Gasset speaks of liberal studies as leading to greater powers of synthesis

in the students. Whitehead speaks of greater powers of generalization. Whatever you call it, it seems that part of the liberalizing function of liberal studies entails increasing the students' abilities to see patterns of crucial sameness and difference within their experience, academic and otherwise.

Thus, we plan to keep the courses within the General Studies program as interrelated as possible. Instructors will be expected to know what other instructors are doing in the program. The work that students are asked to do will emphasize the function of discerning similarities and differences and the tangle of connections and distinctions that emerge from that basic duality. This emphasis upon interconnections and patterns makes a whole tangle of things very important in the General Studies program, things like ancestors and descendants, causes and effects, assumptions and implications, the differences between the real and valuable on one hand and the false and empty on the other. Thus one functional skill, or set of skills, we would be much concerned with would be the students' abilities to pursue assumptions and implications and other logical relationships, as well as their abilities to ask the crucial questions of the material, of their instructors, and of themselves, questions that begin to uncover the patterns of sameness and difference, the connections and distinctions. In short, functional skills in heuristic thinking would be crucial.

The first functional skill, then, has to do with seeing patterns of sameness and difference; the second has to do with the students' expressiveness. Whatever "liberal education" might finally mean, it seems that it must function to liberate the mind of the student. Liberal studies should help students become less passive in the face of the inevitable necessities of life. And this gets to the point that Ernst Cassirer makes in The Philosophy of Symbolic Forms: "... with all their inner diversity, the various products of culture--language, scientific knowledge, myth, art, religion--become parts of a single great problem-complex; they become multiple efforts, all directed toward the one goal of transforming the passive world of mere impressions, in which the spirit seems at first imprisoned, into a world that is pure expression of the human spirit." Expressiveness, then, becomes the mark of a liberal--or liberated--spirit. To express a feeling or idea is to gain a kind of control over it, which is integral to liberating the mind. Thus, we want a Liberal Studies program that not only requires the student to exercise his powers of expression, but also encourages and strengthens his efforts. Students will be allowed, encouraged, required, to speak out and to write in various ways, trying to articulate the substance of the courses and their response to it.

This emphasis upon expressiveness suggests a second set of functional skills that, like those of heuristic thinking, we will be especially concerned about: the skills of expression. Beyond the central medium of expression provided by written and spoken language, we will explore other media--music, the visual and

plastic arts, mathematics. We plan to try to develop within the General Studies program the following three-phase approach to these functional skills: (1) courses will consistently and insistently involve the students' powers of expression; (2) instructors will be able quickly and routinely to identify students' problems in these functional skills; (3) instructors will be able to turn to the various support facilities at Central to help the student overcome such deficiencies in functional skills, facilities such as the English Department and its Writing Resource Center, the Reading Center, the Speech and Hearing Clinic.

4. The Role of the Faculty. Things like the Independent Seminar sequence, the emphasis upon the substance of disciplines as sources and ways rather than objects of knowledge, and the emphasis upon certain functional skills cutting across the substance of the disciplines--all imply much about the role of the faculty in the program and the need for developing certain skills among faculty. But although any real change in curriculum must involve some change in the teaching techniques and in the faculty's stances toward the material and the people they're working with, things like instructional development or in-service training have not had a very happy history at most state colleges or universities. At Central a standing committee is exploring and trying to develop concrete and specific ways to improve instruction. Perhaps the most solid conclusion after nearly two years of study has been that if instructional development programs are going to work, they must involve a relatively small number of interested and motivated people, rather than being plastered indiscriminately across the faculty. The relatively few faculty required for the pilot program outlined above would seem to be a promising core to involve in programs of instructional development. And the special demands placed upon them by the program will tend to highlight certain more or less specific instructional problems, as well as more diffuse, generalized ones. Among the more generalized problems would be the age and greater maturity of students in the extended degree program and the reduction in day-by-day face-to-face contact between student and instructor. Among the more specialized problems would be the special demands placed upon the Independent Seminar advisers. Although one advantage of the Independent Seminar approach is that it allows us to use our on-campus faculty in an off-campus program with a minimum disruption of their daily patterns, still the role of the adviser will heighten certain teaching skills that faculty may not be too used to. Perhaps the most striking special demand will be the interdisciplinary nature of the units within the Independent Seminar sequence. Some other special teaching problems might involve things like setting up responses to the readings and other projects that, though rather ambitious, can still be handled by a student working more or less alone and at a distance; responding to the student's written work in writing and in a way that pushes the student deeper into the subject matter rather than simply providing a kind of terminal evaluation of that specific stage of the project; even using the telephone and perhaps the videophone for conferences. Even more specialized problems might arise from the emphasis upon certain functional skills in the program. Instructors may need help in teaching heuristic thinking and in helping students develop their expressiveness. There will have to be some way for faculty to be

program to get together routinely to discuss what they are doing in their classes and how they can better integrate things.

The following appears to be the most elegant way to handle the problem of faculty load within the extended degree program: First, all work in the program will be treated as part of the faculty member's regular teaching load. The faculty member and his home department or program will receive regular credit for any regular courses taught in the extended degree program--whether it was a regular catalogue course, a special topic course, an undergraduate seminar, or a workshop.

The Independent Seminar sequence poses some special problems in determining load points, but a reasonable formula appears to be the following: A faculty member advising a unit in the Independent Seminar sequence will have ten advisees. Each student will enroll for 15 hours of Individual Study through the adviser's home department or program. (The student's actual independent study in a unit would be only equivalent to about nine credit hours, for his 15-credit unit includes the two two-day seminars each quarter he is active within the unit. Thus, the typical student, finishing a unit in three quarters, would participate in six such seminars. Since they will be the equivalent of about one academic credit each, they would total about six credit hours of the total 15 for the unit, leaving, therefore, the nine hours of actual independent study.) So far as the faculty load points are concerned, those 15 hours of Individual Study will be distributed across three quarters of the adviser's load. Thus, an adviser with ten such students would be receiving 10×5 or 50 student credit hours in Individual Study each quarter for three quarters. These 50 student credit hours equal 6.25 contact hours per quarter--about half a teaching load. If a student completes a 15-credit unit in less than three quarters, the adviser still receives credit for three quarters. If a student takes more than three quarters, the adviser will not receive additional load points for his work with the student during the fourth quarter. The idea here is that most students will take three quarters to finish, and that the faster students should just about balance out the slower ones. However, at the end of four active quarters within a given unit any student not finished will have to re-register at the rate of 5 credits per quarter for how many quarters he continues to work actively in the unit. The adviser will receive load points for these subsequent extra quarters at the rate of 0.625 contact hours per each five credits of Individual Study. A student who in the adviser's opinion is simply not working enough to warrant 5 credits will be encouraged to speed up, drop out of the program, or perhaps register for fewer credits per quarter, depending on the reasons for his slowness.

For a pilot program of 100 students we would need 10 advisers in the Independent Seminar sequence, each of whom would receive credit for slightly more than six contact hours for working with ten students each. We would also need enough faculty to teach two regular courses off-campus each quarter, many of whom may well be also serving as advisers in the Independent Seminar sequence.

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The following are the duties of a faculty member who is serving as an adviser for a unit in the Independent Seminar sequence:

1. to help inventory each of his 10 student's background in the subject matter of the unit involved;
2. to plan with each student a course of independent reading, writing, working, and studying equivalent to nine credit hours;
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3. to plan and lead two-day seminars for his group of 10 students each quarter;
4. to keep in contact with all his students, examining and criticizing and evaluating their work, conferring with them in person when possible, through the mails and over the phone;
5. to design and help evaluate a comprehensive examination for each of his students as they complete their individual study for the unit;
6. to emphasize especially the functional skills of heuristic thinking in the work he asks his students to do;
7. to emphasize also the functional skills of personal expressiveness among his students, making sure that they are given help in the skills of expression;
8. to continue to talk with other people in the program, working out special problems and striving for more interconnectedness among the parts of the total program ;
9. to participate in any in-service programs designed to help Independent Seminar advisers cope with the special demands of the job.

NOTE:

Up to now the people involved in the planning of this proposal have been the following: Dr. Donald Schillesman, Dean of Under-Graduate Studies; Dr. Dale Comstock, Dean of Graduate Studies; Dr. John Housley, Dean of Arts and Humanities; Dr. Burton Williams, Dean of Social and Behavioral Sciences; Dr. Bernard Martin, Dean of Natural Sciences and Mathematics; Mr. David Dillard, Director of Continuing Education and Summer Session; and Dr. D.W. Cummings, Professor of English, who was given released time to coordinate the planning. Central faculty who have worked in varying degrees with the planning so far include Dr. Robert Kee, Chairman of the Political Science Department; Dr. Robert Goedecke, Professor of Philosophy; Dr. Zoltan Kramay, Associate Professor of History; Dr. Edward Klucking, Professor of Biology; Dr. Anthony Canedo, Professor of English; Mr. Clifford Cunha, Associate Professor of Music; Mr. E. Frank Bach, Professor of Art; Mr. Quentin Fitzgerald, Assistant

Professor of Art; and Dr. William Cutlip, Associate Professor of Mathematics. Also involved have been the members of the Education Committee at the air traffic control center, led by Mr. Daniel Austin, Deputy Chief of the Center. The only student involvement so far has been from these potential students at the air control center, via their representatives on the Center's Education Committee and via questionnaires.